

**STUDENTS' PERCEPTION ON THE IMPLEMENTATION
OF SCHOODOLOGY IN ONLINE ASSESSMENT**

A Thesis

**Submitted as A Partial Fulfillment of The Requirements For
Seminar**

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ABSTRACT
STUDENTS' PERCEPTION ON THE IMPLEMENTATION
OF SCHOOLGY IN ONLINE ASSESSMENT

By
Aulia Nur Azizah

During pandemic, English teaching leaning activity especially in English mid-term assessment at SMA Perintis 1 Bandar Lampung used Schoology as an alternative assessment media. Schoology itself is an online course management system that provides several features to facilitated the teachers, student, and parents in doing or managing the educational activity. This change certainly brought changes both in the perception and implementation of the use of the media. Therefore the researcher wanted to know more detail and describe about how the students' perception and their reason also the implementation especially about the steps of using schoology in English mid-term assessment.

This researcher used descriptive qualitative as a research method. Researcher also prepared and carried out research such as giving an open ended questionnaires for finding data about student perceptions on the use of schoology in online assessment at XI IPA 2 and observing for finding data about the implementation of the use of schoology in online assessment. After the researcher got the data, then analyzed with the triangulation. Finally the researcher made the conclusion of the result of the data.

The result of this research were first, the students' perception on the use of schoology They have different perception and their reason, some of students feel happy, because they answer with the sentences that can be concluded "acceptance" or can be said that positive perception, and another some of students feel unhappy, because they answer with the sentences that can be concluded as "rejection" or can be said that negative perception. Second, about the implementation of using schoology especially about how the steps of using schoology in English mid-term assessment, based on data from the observation sheet, the teacher has done that according to the guidance book for use

of schoology. But, it just there are some parts can be done in an easier and more effective way, and some more interesting idea can be added.

Key words: Students' Perception, Schoology, Online Assessment, Descriptive Qualitative



DECLARATION

I declared that this graduate thesis entitled “Students’ Perception on The Implementation of Schoology in Online Assessment” is entirely my work. I am accurately aware of the fact that I have quoted some statements and ideas of various sources and I duty acknowledged them in this thesis.

Bandar Lampung, November 2021
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ADMISSION

A research proposal entitled: **“STUDENTS’ PERCEPTION ON THE IMPLEMENTATION OF SCHOOLGY IN ONLINE ASSESSMENT”**, written by: **Aulia Nur Azizah, NPM: 1711040029**, Study Program: **English Education** was tested and defended in the examination session held on: **thursday, December 23rd 2021**.

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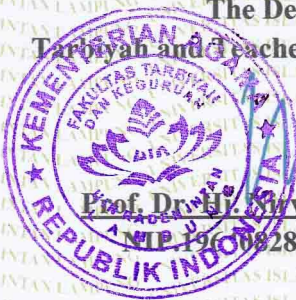
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MOTTO

“It is an Impossibility to be perfect, but it is possible to do the best, as long as we have Allah, we can do and get through it.”



DEDICATION

All praises and gratitude to pray the presence of Allah SWT who has provided various kinds of pleasures, strengths, blessings that always felt all times, with all my heart and full of happiness, the author dedicates this thesis to people who are never tired of loving, accompanying, supporting, praying, and giving the meaning of the spirit of life not to give up easily, which in turn builds the authors' personality so that self awareness must continue learning better yet, harder and harder every time, including:

1. My two beloved parents, Mr. The Late Supri and Mrs. Nur Andayani. Firstly I dedicate this for you all. This is a very small thing that I can only give, hopefully it will bring more blessings in the future.
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3. All my extended family who have given prayers and supports
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CURRICULUM VITAE

Aulia Nur Azizah was born in Sepancar October 17th 1998. She is the last of two children from the couple Mr. Supri and Mrs. Nur Andayani. She has one sibling, his name is Pranata Risna fauzia Abdulloh.

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This thesis is a part and requirement for completing the undergraduate (SI) education study program at Tarbiyah and Teacher Training Faculty, English Education Study Program, State Islamic University of Raden Intan Lampung, in order to obtain a Bachelor of Education (S.Pd) degree.

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The author would like to thank those who have helped this writing. Given their abilities, constructive criticism and suggestion from all readers are expected to improve further writing. Hopefully this thesis can be useful and become a good deed. Aamiin Ya Robbal ‘Alamiin.

Bandar Lampung, November 2021

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TABLE OF CONTENT

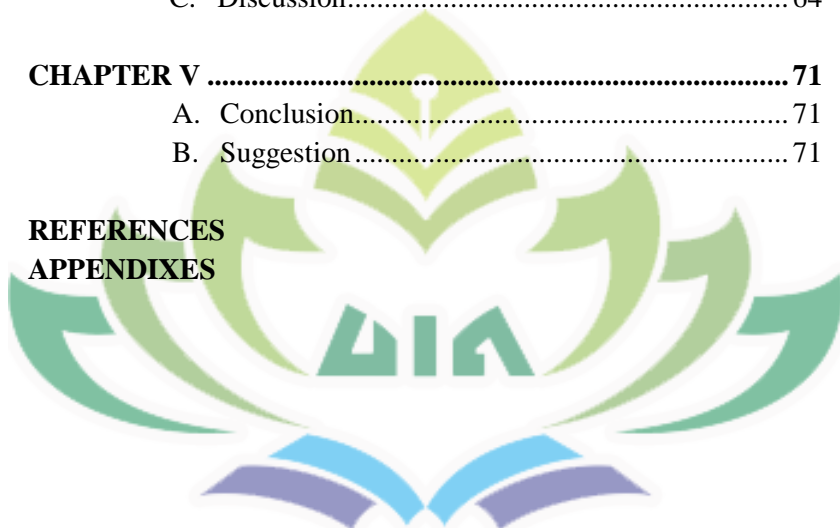
COVER
ABSTRACT	ii
DECLARATION	iv
APPROVAL	v
ADMISSION	vi
MOTTO	vii
DEDICATION	viii
CURRICULUM VITAE	ix
ACKNOWLEDGE	x
TABLE OF CONTENT	xiii
LIST OF TABLES	xv
TABLE OF PICTURES	xvi
LIST OF APPENDIXES	xvii
CHAPTER I INTRODUCTION	1
A. Background of The Problem	1
B. Identification of The Problem	6
C. Limitation of The Problem	6
D. Formulation of The Problem	6
E. Objective of The Research	7
F. Significant of The Problem	7
G. Scope of The Problem	8
CHAPTER II REVIEW OF RELATED LITERATURE	11
A. Perception	11
1. Definition of Perception	11
2. Students' Perception	12
3. The Importance of Students' Perception	12
4. Types of Perception	13
5. Factor of Perception	14
B. Learning Management System	15
1. Definition of Learning Management System	15
2. Features of Learning Management System ..	16
a. Content Creation	16

b. Communication	17
c. Assessment.....	17
d. Administration.....	18
3. Advantages and Disadvantages of Learning Management System.....	18
a. Advantages of Learning Management System.....	19
b. Disadvantages of Learning Management System	20
C. Schoology.....	21
1. Definition of Schoology	21
2. Features of Schoology	22
3. Advantages and Disadvantages of Schoology	22
4. The Procedures of Using Schoology in Online Assessment.....	23
5. The Topics of Knowing Students' Perception of Using Schoology	28
D. Assessment.....	29
1. Definition of Assessment.....	29
2. Types of Assessment Based on Administration	30
a. Offline Assessment.....	30
b. Online Assessment	30
3. Advantages and Disadvantages of Online Assessment	31
4. Types of Assessment Based on Period	33
a. Formative Assessment	33
b. Summative Assessment.....	34
1) Written Assessment	34
2) Performance Assessment	34
3) Standardized Assessment.....	34
CHAPTER III.....	37
A. Research Design.....	37
B. Research Instrument.....	37

C. Research Site and Time.....	44
D. Population and Sample	45
E. Data Resources.....	45
F. Data Collecting Technique.....	46
G. Research Procedures	47
H. Data Analysis	48
I. Trustworthiness of Data	49
CHAPTER IV.....	51
A. Research Procedures.....	51
B. Result.....	51
C. Discussion.....	64
CHAPTER V	71
A. Conclusion.....	71
B. Suggestion.....	71

REFERENCES

APPENDIXES



LIST OF TABLES

1. Table 3.1: Blue Print of Questionnaires 44
2. Table 3.2: Blue Print of Observation Sheet..... 46



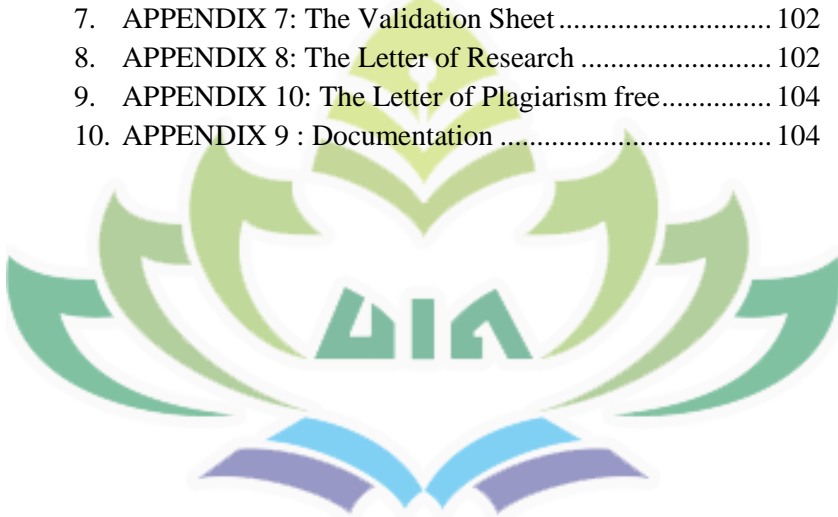
TABLE OF PICTURE

1. Picture 2.1.....	30
2. Picture 2.2.....	30
3. Picture 2.3.....	31
4. Picture 2.4.....	31



LIST OF APPENDIXES

1. APPENDIX 1: The Result of Interview from English Teacher in Pre- research	77
2. APPENDIX 2: The Result of Questionnaires from Students in Pre- research	79
3. APPENDIX 3: The Table of Questionnaire	81
4. APPENDIX 4: The List of Observation Sheet	84
5. APPENDIX 5: The Result of Questionnaire From Students in Research	87
6. APPENDIX 6: The Result of Observation Sheet in Research	92
7. APPENDIX 7: The Validation Sheet	102
8. APPENDIX 8: The Letter of Research	102
9. APPENDIX 10: The Letter of Plagiarism free.....	104
10. APPENDIX 9 : Documentation	104



CHAPTER I

INTRODUCTION

A. Background of the Problem

The Covid-19 pandemic affects all sectors of life, one of which is the education sector. Because the Covid 19 pandemic itself is a term for the spread of a new virus that can be transmitted and even cause death. Therefore, in order to break the chain of spread of COVID 19, the government took the decision to limit all activities that present large crowds of people, so that even in the education sector, face-to-face learning in schools is temporarily suspended and diverted to study at home through the online system.

In order to avoid the widespread spread of COVID 19 in the school environment. The Ministry of Education and Culture of Indonesia issued a warrant, namely regarding the implementation of the teaching and learning process while being carried out online. Therefore, it is time for schools to take advantage of sophisticated technology by using online applications or websites as an alternative tool to support the sustainability of the learning process in order to keep it running as it should. Implementing online applications or webs such as google classrooms, edmodo, schoology and other media is the right solution during the Covid-19 pandemic.¹

Online applications or webs that have been used in several schools as a tool in the teaching and learning process in English, one of which is Schoology. Schoology is one of the Learning Management Systems or can be said LMS is one of the e-platforms that provides online learning. LMS are seen information system that are focused on the processes of communication,

¹Mustakim, M.,. *The effectiveness of Online Learning Using Online Media During the Covid- 19 Pandemic on Math Subject*. Alasma: Journal of Islamic Education,2020. 1

collaboration, and educational purposes.² It means that Schoology is a learning Management System that is focused on communicating, interacting with each other and the realization of educational goals. Because it contains features that can make students and teachers communicate with each other, and can interact with teachers and other students, and other features that can support the realization of educational goals. This application is suitable for use in a pandemic like this.

Schoology also has complete features, in addition to the resources feature which can provide a place for sharing material that can be accessed by students, the groups feature which provides space to discuss learning material that has been shared, there is also a courses feature that provides a forum for student ability assessment regarding the material that has been studied in the form of making multiple choice questions, essays, and other types of forms and arrangements. Schoology has also been complete is not only doing the classes online but it also provides features to assign a value to the task of students, teachers, can also give quizzes, or something else, it can upload assignments, create online test or quizzes, upload files or links, and create discussion boards, albums, and other different pages. It can also help create a paperless classroom.³

The use of Schoology, assessment in English lesson does not have to be face to face in the classroom, it can be anywhere, anytime, nor does it need to use paper as the only written assessment medium. Likewise, students and teachers can automatically see the score directly from the test, without having to calculate it first. So it makes efficiency of test. Such as according to Rosa with the development of technology can be

²Sofia B. Diaz - Jose A. Diniz - Lentions J. Hadjileontiadis, *Towards an Intelligent Learning Management System Under Blended Learning* (Switzerland and: Springer, 2014), 42

³Matthew D. Gillispie, from Notepad to Ipad: *Using Apps and Web Tools to Engage a New Generation of Students* (New York: Routledge, 2014) 26.

used as a tool that can increase the process and efficiency of tests.⁴ Of course it is inversely proportional to the old days when we still used paper.

But of course these changes lead to new perceptions of teachers and students in the learning process and teaching of English, especially in assessment, therefore we need to evaluate this implementation, one of which is by collecting and analyzing students' perceptions of online assessments using Schoology also its implementation, in order to get good or bad responses as well as get a solution to fix it.

Based on the preliminary research that was conducted on 16 December 2020, the researcher interviewed the teacher of SMA Perintis 1 Bandar lampung, she is Agustinah Nawawi, S.Pd. She said that during the pandemic that we use schoology as a media of English mid-term assessment, because schoology is online web or application learning which is more complete than the other, it has features that can help the teacher and the students in using it. For example, the teacher can make and set the question practically in everywhere or every time, and at the end the teacher can see students' scores automatically. But the problem of using schoology are she does not really to master the use of schoology, and still need to learn more about how to use schoology because she never takes schoology previously, also it is a unfamiliar application that has a many features and steps that make she is confused in making and setting the question of schoology.

Then, she said based on students' report that the students feel useful of using schoology, the students can do online assessment everywhere, so it can reduce the energy, time, and transportations' costs. But the problem of it, sometimes some students do not have their own android phones, and signal is not good at their home. In addition some students have low grades they answer the question carelessly because they do not understand the English lesson during pandemic.

⁴Rosa Amalia. *Students Perception of Online Assessment Use in Schoology In EFL Classroom*. Surabaya, 2018. 3.

Based on students' result of preliminary about the use of schoology in English mid-term assessment are the use of schoology is practically and useful, students can see the score at the end, students can review about the question and answer that have been done. But sometimes students are still confused when use schoology in some features and situation, such as they are upset and panicked when suddenly their accounts are log out, in addition the signal is not fluent.

The implementation of using Schoology as assessment online e-platforms in SMA Perintis 1 Bandar Lampung's school is the teachers just open account of schoology firstly. The second make and set the questions, then monitor the students who doing the test, and the last the teacher can see the score of students, while the students in their home just open their account and do the test or answer the question as an usual with pay attention towards time that has fixed by the teacher, if they finish they can click submit and directly see the score and review it.

There were some previous research about perception of using schoology. First, Wildhan Bangkit Himawan conducted their research on the title "Students' Perception on The Use Schoology Web Application as Online Mid Test Platform at Department of English Education Of Universitas Muhammad Surakarta". The study aimed to describe students' perception and the difficult about their experiences toward schoology as an online mid test platform. The data obtained by students university of English Department through interview. The result was students can submitted the result of the mid test in file or video form, save money and time, internet connection not always working well, student cheating cause loss of concentration while doing the mid test.

Second, the research from Lutfiah Erviana was conducted with the title "The Implementation of Online Assessment In English Lesson at 10th Grade Student of SMA Nasional 3 Bahasa Putera Harapan". The researcher aimed at describe how the implementation of online assessment on the learning process in

English subject at 10th grade Student of SMA Nasional 3 Bahasa Putera Harapan. This research used descriptive qualitative, and the data obtained through observation, interview, and documentation. The researcher found the teacher used six online application as assessment tool and one all of them was schoology, and know about the principle and some strategies of online assessment which used by the teacher.

The last, the researcher Eko Yulyanto, was conducted with the title "Students' Perspectives on The Design and the Implementation of a Blended Learning in Practicum". The methodology research was qualitative research with interviewing students also teacher and observation as instrument of this research. The subjects of this research were students whose work was done by using schoology. This research discussed about kind of students' perception towards using schoology and also describing about how the implementation of using schoology during in the classroom.

Based on the previous researcher above, the researcher finds the similarity and difference of these research. The research from above the researchers. They have similarity in part which is using schoology in their research, but some studies discuss with the different subject, while This research discuss both of them in one study are students' perception and implementation of schoology in online assessment especially in English mid-term assessment at the eleventh grade IPA 2 SMA Perintis 1 Bandar Lampung. The way of collecting data gives a open ended questionnaire for students at XI IPA 2 then analyze with describe it, to know and describe students perception. While observation to know and describe the implementation of it.

Based on the explanation above, the researcher is interested in students' perceptions on the implementation of Schoology in online assessment. The result of This research after knowing about how the students' perception of using schoology in online assessment and the implementation of it. It can give a reference

for teacher's SMA Perintis 1 Bandar Lampung so that they can evaluate it.

Therefore, the researcher proposed a research entitled "Students' Perception on The Implementation of Schoology in Online Assessment at Eleventh Grade of SMA Perintis Satu Bandar Lampung in the academic year of 2021/2022".

B. Identification of The Problem

Based on the background of study above, the identification of the problem of this research are:

1. Some students do not master of using schoology in English mid-term assessment
2. Some students sometimes find the problem when using schoology
3. Some students do not have supporting facilities
4. The teacher still needs to learn of using schoology
5. The teacher feels that the grades of some students to be lower

C. Limitation of The Problem

To avoid misunderstanding the limits of study in order to make it more detailed and focus, the researcher focussed on students' perception on the implementation of schoology in online assessment specifically in mid-term assessment at the eleventh grade IPA 2 of SMA Perintis Satu Bandar Lampung in the academic year of 2021/2022.

D. Formulation of The Problem

Considering the identification and the limitation of the problem above the researcher formulated the problem as follows:

1. How are the students' perception of schoology in online assessment at XI IPA 2 of SMA Perintis Satu Bandar Lampung in the academic year of 2021/2022?
2. How is the implementation of schoology in online assessment at XI IPA 2 of SMA Perintis 1 Bandar Lampung in the academic year 2020/2021?

F. Objective of the Research

The objective of the research are:

1. To describe students' perception on the use of Schoology in online assessment at XI IPA 2 of SMA Perintis Satu Bandar Lampung in the academic year of 2021/2022
2. To describe the implementation of using schoology in online assessment at XI IPA 2 of SMA Perintis Satu Bandar Lampung in the academic year of 2021/2022?

F. Significance of The Research

There were significant that can be acquired from this research:

1. Theoretically

This research provides information about the students' perception and the implementation of using schoology in online assessment

2. Practically

- a. Teacher

- 1) The teachers can know about students' perception and implementation during doing mid-term assessment through schoology as online assessment tool
- 2) The teachers can evaluate and improve the use Schoology as online assessment media.

- 3) This research can be used by the teachers as reference and feedback from applying Schoology as online assessment

b. Students

- 1) The students know that the new way of doing mid-term assessment can through schoology not only paper and can be useful to apply it at the later
- 2) The students can know deeply about their perception generally of use schoology as online assessment
- 3) The students know the advantages and disadvantages of schoology so the students can have the correct strategy of doing test through schoology.

c. Other Researchers

- 1) The others researcher can know deeply about the theory of this concept
- 2) The result of the study can be used as a reference for other researcher
- 3) The others researcher can give more attention to develop about this result of study

G. Scope of The Problem

1. Subject of The Research

The research used the subject of the research is students at eleventh grade IPA 2 of SMA Perintis Satu Bandar Lampung

2. Object of The Research

The researcher used object of this research is students' perception and the implementation of schoology in online assessment

3. Place of the Research

The place of the research was conducted at SMA Perintis 1 Bandar Lampung

4. Time of Place

The time of the research was conducted on October at the eleventh grade IPA 2 in the academic year of 2021/2022





CHAPTER II

REVIEW OF RELATED LITERATURE

A. Perception

1. Definition of Perception

Perception is peoples' opinion about something that they are thought is true, and perception refers to someone sense or view toward a certain object.⁵ It means that perception is judgement of people refers to thing someone who feel and view about something they thought is true.

According to the Sekuler, R and Blake, R. said that perception is what person students feel about particular, thing both conscious and unconscious, whether visual or auditory and through that are caused by process going on the brain.⁶ It means that perception is everything that the students feel, either knowingly or unknowingly through the sense of sight or hearing and through something caused by a process that takes place in the brain.

Moreover, perception is a matter of subjective opinion and judgement based on the flow of information about something⁷. It means that perception is opinion or judgements about something which from their own self and based on what they get the information about it.

Based on the explanation above, the researcher concluded that perception is judgement of people refers to someone who feel and view either knowingly or unknowingly through the sense of sight or hearing and through something caused by a process that takes

⁵Alfonsus Lamatokan. *Students' Perception Towards Teachers' Teaching Styles and The Use Of Learning Strategies in Teaching English*. 2018. Vol 2. 42

⁶Sekuler, R dan Blake, R. *Perception*, 2nd Edition, Edited by R. Blake, New York; Mc Graw-Hill Education. 1990

⁷Hanafi Bilmona. *The School English Teachers' Perception on Assessment Towards Teaching Program at UPT'S SPM Laboratorium Percobaan Bandung*. (Indonesia University of Education: Bandung 2013). Vol 1. 60

place in the brain. This is subjective based on the information they get by their own self.

2. Students' Perception

Students' perception is the students' feeling about something and it can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class⁸. It means that students' perception have each feeling differently about something based on what they see, they heard and they feel the object which happens in the classroom, then they express through opinion.

Students perception is related to changes in the sense organs and this is caused by the object of perception and it is the associated with changes in the sense organ and this is caused by the object of perceptions.⁹ It means that students perception is a change in the sense organs and this is due to one's view of the object, meaning that everyone has feelings of like or dislike for the object being aimed at in the class.

Students perception is also about the impression of a students to particular object which influenced by internal factors such as behavior under the control of personal and external factors such as behavior influenced by circumstances outside¹⁰.

The researcher concluded the students' perception is feeling of students about particular object that have different perception based on they see, hear, and feel or their background, knowledge and the other factors toward something in the class with showing a change of students' behavior.

3. The Importance of Students' Perception

The importance of student's perception is really important for evaluating the teaching effectiveness. After knowing students' perceptions, the teacher or lecturer can change what students do

⁸Mc Goldrick and Caffrey. (Akande: 2009). 2

⁹Simo Knuutilla. Pekka Karkkainen. *Theoris of Perception in Medieval and Early Modern Philosophy* (Finland: Springer,2008).1.

¹⁰*Ibid.*

not like and can improve what students like. Therefore, student perceptions are very important, especially for teachers.¹¹

The importance of students' perception is an important consideration for measuring learning outcomes and a solution of components and indicators in explaining classroom conditions. Therefore, students' perceptions are very important not only for estimation but also for the purpose of developing the teaching and learning process.¹²

Moreover the importance of students' perception is very important role to succeed learning because students are the center of every learning process.¹³ It means that the importance of students' perception is role importantly to get achieve of learning process because the students are main part in activity of each learning in the class.

The importance of students' perception in teaching learning process, are the teacher can measure students' ability, and can find the problem of students, and can find solution too. So purpose of teaching learning process can still achieve.

4. Types of Perception

In identifying the students' perception, there are kinds of perception divided into two there are positive and negative perceptions.

- a. Positive perception is perception that describes all of information, knowledge (known or unknown) positively. In addition, positive perception is positive interpretations that involve human evaluating something around them. In

¹¹Ozet, *The Importance of Students Perception in Language Teaching*, Turkish. 90.

¹²Yining Chen Leon B. Hoshower. *Students Evaluation of Teaching Effectiveness: An Assessment of Students Perception and Motivation*. Carfax Publishing. Vol 28. No 1. 2003

¹³Octovany Sinaga, *Students' Perception on The Rule of English Day Program in Speaking Skill Development*, Journal of English Teaching: BPK Penabur Jakarta, 2018. Vol.4. No. 2. (June 2018). 103-117

this case, if someone has positive perception he or she will accept and support the object that is perceived.

- b. Negative perception is disposed to concentrate on their own wishes, attempting to accumulate and proven their self- price.¹⁴ Negative perception is perception that describes information negatively or not suitable with the object that is perceived. In other words, negative interpretations that involve human evaluating something around them.¹⁵

From the types of perception above, there are positive and negative perception. Positive perception is positive interpretations that involves human evaluating something around them and usually someone will accept and support the object that is perceived, while negative perception is negative interpretations that involves human evaluating something around them and usually someone feels not suitable with the object that is perceived.

5. Factor of Perception

According to Irwanto, perception is influenced by classified factors, including:

- a. External factors, namely factors that come from outside the self, usually from something that stands out in the surrounding environment, among others: the social and environmental environment.
- b. Internal factors, namely factors that come from within themselves that come from mental, intelligence, and physical.¹⁶

¹⁴Catherine E. Burns, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr, Catherine G.Blosser, *Pediatric Primary Care Fifth Edition*. Boston. (San Fransisco: Library of Congress Cataloging, 2009), 304

¹⁵Irwanto, *Psikologi Umum*. Jakarta: Pt Prehallindo, 2002. 71

¹⁶Walgito, Bimo. *Pengantar Psikologi Umum*. (Yogyakarta: Andi Offset). 2003. 54-55

From the description above, the researcher concludes that the factors of perception are external and internal. External from outside the self, while internal factors from inside the self. The students have perception based on outside the self such as their environment, or based on inside self such as their intelligent.

B. Learning Management System

1. Definition of Learning Management System

Learning Management System or we can called is LMS is a software program which connect switch a file that contains an explanation regarding to users, courses and content¹⁷. LMS is also comprehensive integrated software package of variety of tools for the delivery and management of courses.

Learning Management System is an information system that facilities e- learning and usually implemented on a large scale across an entire university, faculty, or school and then adopted by teacher, who use them in a variety of ways to support course management and student learning.¹⁸ It means that LMS is one all of facilities of learning that applied by teacher on school, university, and the other as a kind of the method to uphold course management and learning.

A learning management system or LMS is a software application for administering and managing online training or e-learning. They are usually cloud-based. An LMS serves as an online platform to plan, create, share, and track online courses, lessons, and tests for employment training or educational programs.¹⁹

¹⁷Catherine E.Burns. Op.Cit.

¹⁸Jan, P. Lu, H and Chou. *The Adaption of E-learning An Institutional Theory Perspective*. The Turkish Online Journal of Education Technology. 3

¹⁹Ferran-Ferrer, N.; Casadesús, J.; Krakowska, M.; Minguillón, J. *Enriching E-learning Metadata Through Digital Library Usage Analysis*. The Electronic. Library. 2007. 2.

The conclusion, Learning Management system is a web based application contains explanation regarding to users, courses and content and is used to help any e-learning processes such as practice, lesson explanation, giving task, examination, presentation and assessment. LMS was made to enable this generation to satisfy their demands for knowledge and educational stuff without the need to meet in a physical location.

2. Features of Learning Management System (LMS)

Dabbagh & Bannan- Ritland identifies the most common features of LMS by categorizing them as pedagogical tools for: content creation, communication, assessment, administration.²⁰ As an educational application system, it appears with a lot of stuff that make both the students and teachers easier in conducting any learning processes or course even without face to face meeting. Here are included of LMS.

a. Content Creation

The Content Creation and display tool gives teachers or lecturers to deliver course content by inserting HTML content / editors or uploading records, spreadsheets, introductions, pictures, activity, sound or video to a Learning Management System (LMS).

The hyperlink will lead to website or document that's outside the LMS. There's moreover a put for students to provide material, specifically assignments or drop boxes where this put is additionally assigned to the teacher or lecturer for assessment and feedback.

Here, the teacher or lecturer can systematize content into organizers and subfolders and to see or stick person organizers

²⁰Yefim Kats, *Learning Management System Technologies and Software Solutions for Online Teaching*. (New York : IGI Global,2010), 2.

and content the teacher or lecturer can utilize the content release feature.²¹

Even the teacher or lecturer used the application system, they still should make the materials of teaching in their own ways, so that they still may use their learning method to make the students understand and did not get bored even though it is an online lesson or task.

b. Communication

Communication have been found within the LMS include to be able to associated into the subject between teacher-student and student. Asynchronous (non real-time) devices include course announcements, student web pages, emails to educates and class members, threaded discussion boards, wikis, blogs, and record sharing.

The synchronous (real-time) instrument too finds characteristics in LMS counting content chat, whiteboards, and a shareable web browser. Student groups can be put in virtual groups or groups, which include content chat, threaded dialogs, and record sharing where these capacities can as it were be seen by group individuals and by instructors or teachers.²²

c. Assessment

Assessment tools provide instructors in various ways to test, survey and track student accomplishments and activities in the course. Regular instruments incorporate a test/assessment manager for manufacturing and spreading the exams. What's more address the test group or bank will save the questions that can be utilized for various tests.

The questions in test (and choice in a question of multiple- choice) can be disordered and can be displayed one

²¹A. M. Riad, *A Service Oriented Architecture to Integrated Mobile Assessment in Learning Management Systems*. Online Journal of Distance Education Turkish. Vol. 9 No. 2, (2008), 201

²²Yefim Kats, Op.Cit.

by one or at a time. Teachers can offer a time point of accumulation for tests and can determine the kind and the total of feedback students approve for right and wrong answers.

The tests can be assessed, not assessed or sent as anonymous surveys with combined results. As stated by Kvavnik and Caruso the electronic value book to arrange student tasks and to show student quality is a feature of almost every LMS and is the LMS feature that is most highly appreciate by students.¹³ Less appreciated by students, but it is highly appreciated by the teachers, is the capability to track student activity in the LMS, include the login, time and certain place visited.

d. Administration

The tools of administration for teachers include to the control panels with the capability to arrange the circumstance to the content creation, assessment and communication tools, the alteration of the appearance to the course, creates the tool, capacity and sources available or unavailable to user, arrange archives and displace or copy the content.

The tools of administration for LMS arrangers permit them to take care of the user's creation of accounts and courses, register of teachers and students to the courses, allowed and not allowed of accounts and courses, and the activity's tracking in the system.²³

3. Advantages dan Disadvantages of Learning Management System

The famous use of LMS must have many shortcomings and advantages because there is no perfect and perfect is only God's, in this case the researchers will explain the advantages and disadvantages in the LMS.

²³Management Association, Information Resources, *Virtual Learning Environments: Concepts, Methodologies, Tools and Application*. Washington. (San fransisco: Information Science Reference, 2012), 35.

a. Advantages of Learning Management System

As stated by Hill, Wiley, Nelson and Han that before the use of LMS is already very famous at this time, online instruction submission is required for lecturers or instructional planners dominate the Hypertext Markup Language (HTML) or compose on a web page program.²⁴

Dabbagh and Ritland, Ulman and Rabbitowitz stated that the advantages of using the LMS it is available of content, communication, assessment and the administrative tools of online teaching to the one of safely platform which can access by everyone in the internet.²⁵

Gibbons stated that the standard of the LMS makes it is simple for the pupils to navigate through divergence of the online courses and to lecturers to maintain their material on LMS, moreover, with the availability of a password to log into this LMS site can limit the access of users' instructional sources registered to the course, which allows the controllers to get greater profit of Fair Use and Teach Act patronages for the instructional use of substance than would be possible to use the public web site of the institution.²⁶

The capability of a few LMS results to convey direction book to the mobile devices takes profit of study indicates that numerous clients need aid progressively entrust upon mobile devices, rather than the computers, to access the Internet and commit other technology assignments. The LMS provides an

²⁴Yefim Kat.,Op.Cit.

²⁵Dabbagh, N., & Bannan Ritland, B. *Online Learning : Concept, Strategies, and Application*. New Jersey : Pearson Education, Inc. (2005). 34

²⁶Gibbons, Maurice. *The Self Directed Learning Handbook Challenging. Adolescent Student to Exel*. San Fransisco (2002). 201

easier learning system and facilitate the processes in teaching and learning. In the other hands, it still has some disadvantages.

b. Disadvantages of Learning Management System

The various advantages of LMS this is not possible if away from the lack, in this case there are some shortcomings of the use of LMS. There are some reviews about the disadvantages in the use of LMS.

Ioannu and Hannafin reported that lot of users found that the use of LMS was often times slow, confusing, and just aim at more on the administrative needs than the student needs. Another comment about the use of LMS was that the LMS interface was boring and clumsy, compared to the more attractive online social area, such as MySpace, Facebook and YouTube.²⁷

Siemens noted that the interface of LMS is not friendly for lot of users and must make simpler and made more intuitive. Lane also found that currently this system were made to function primarily as a place to keep the materials and did not carry out the pedagogical practice.²⁸ Green and Eggers deplored the decrease of guidance of instructional design and there is no tools for the expansion of rich multimedia based instruction.²⁹

Even though amount the tools of teaching exist within a LMS as stated by Ioannu and Hannafin, these do not include tools to advice the teacher in the design

²⁷Hannafin, M. J., Peck, K. L. *The Design, Development, and Evaluation of Instructional Software*. New York: Macmillan Publishing Company. 1988.

²⁸Siemens, George. *Learning or Management System? A Review of Learning Management System*. Canada:University of Manitoba. 2006.

²⁹Eggers, R, and Pietsch, A. *The Design Learning Management System*. Oxford: Blackwell Science 2001. 90–107

of online instruction and in sound pedagogical practice.³⁰

Thus, even though this application already offers a lot of features which make the user get easier in doing the learning process or other work using LMS, it still has several disadvantages because of every user have their own objection and needs which can not fulfilled by the features of LMS.

C. Schoology

1. Definition of Schoology

Schoology is one all of Learning Management System (LMS) application that contains features that needed in learning process.³¹ It means that Schoology is part all of the LMS that involves features which is needed in teaching learning process. Such as features that make students and teacher onto forum to each discuss, do quiz, or access material.

Schoology is a virtual learning environment and social networking service for K-12 schools and higher education institutions that allows users to create, manage, and share academic content. Also known as a learning management system (LMS) or a course management system(CMS), the cloud-based platform provides tools needed to manage a virtual classroom lesson.³²

Schoology is micro blog educational website that can be applied by teacher, parent, and students for collaborate about resources, assessment and content on secure and safe learning

³⁰Yefim Kats. Op. cit

³¹Haniah, Noor Asminiwaty, Odollar Sihombing. *Panduan Pengembangan Pembelajaran Tata Busana BerbasisTeknologi Digital (Schoology)*, Kalimantan Timur.2019 . 4

³²Biswas, S. *Schoology-Supported Classroom Management: A Curriculum Review*. Northwest Journal of Teacher Education. 2013. p.17

management platform.³³ Using Schoology, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips on learning process.

From the definition above we can said that Schoology is an online course management system that provides several features to facilitated the teachers, student, and parents in doing or managing the educational activity.

2. Features of Schoology

In Schoolgy there are some view such as courses, groups and resources. Courses which is a facilitate for making advanced eye classes. While Groups which is to create groups, and resources is used to insert learning material. In each all of these view, there are some features more. But in this case about features assessment there is in the courses features. There are main courses, and schoology so many features such as assignment, test/quizzes, assessment, files, links, external tools, discussion, pages, media albums, web content, SCORM, folders, and rubrics.

3. Advantages and Disadvantages of Schoology

In using Schoology there are some advantages and disadvantages of the users. There are:

a) Advantages

1) Stay connected

Students can do assessment through their mobile devices that they can do whenever and wherever they want

2) Extend class time

The activity of learning or assessment can be extended because it is not limited by time and place

³³*Ibid.*

3) Manage on the go

Teacher can create and set assessment, check the result of their assessment whenever and wherever also can set and take grade in gradebook form

4) Leverage IOS and android devices

Teacher and students can download easily and free, they can update this application through IOS or android mobile

5) There attendance features

This application has many features and so complete to help students or teacher in operation it such as there are attendance feature to check students attendance and feature analytic to see the activity of students during log in schoology .³⁴

b) Disadvantages

- 1) Schoology is needed internet when access, because it can not access offline
- 2) Users firstly access will be a little difficult to identify features in school
- 3) An inferior language arrangement, because since it always has to be translated into Indonesia
- 4) The instructor can not invite learners via email
- 5) The content of mobile phone is not as comprehensive as the application of distinctive laptop or computer³⁵

4. The Procedures of Using Schoology in Online assessment

The procedures of using schoology in online assessment divided three steps which are making assessment and making

³⁴Haniah, Noor Asminiwaty, Odollar Sihombing. Op.Cit.p. 5

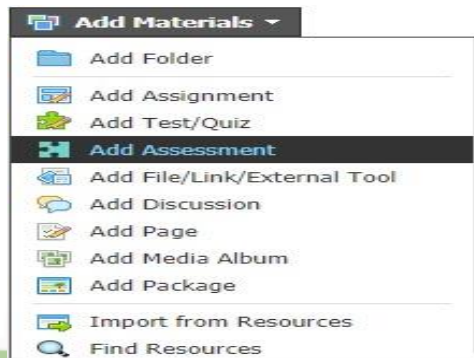
³⁵*ibid*, p.6

question in assessment by teacher or instructor, then doing assessment by students .³⁶

a. The steps for making assessment in schoology by teacher or instructor

- 1) Click **Add Materials**.
- 2) Select **Add Assessment** from the list.

Picture 2.1



- 3) This opens the **Create Assessment** window.

Picture 2.2

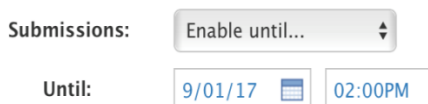
- 6) Name the assessment
- 7) Set a **Due Date** to place the assessment in the **Course Calendar** and **Upcoming** area.

³⁶ Haniah, Noor Asminiawaty, Odollar Sihombing, Op.Cit. 23.

8) **Submissions** (Specify if students are able to take the assessment, and when they have access to it. Enabling **Submissions** is separate process than the publishing feature in the **Options** row.

- **Enable** (Students are able to open and take the test).
- **Enable until** (Students can take test until the date and time you specify in the **Until** field that displays).

Picture 2.3

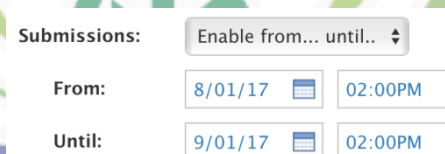


Submissions: Enable until... ▾

Until: 9/01/17 02:00PM

- **Enable from.... Until** (Students can begin the test after the date and time indicated in **Form** and before the date and time in **Until**).

Picture 2.4



Submissions: Enable from... until.. ▾

From: 8/01/17 02:00PM

Until: 9/01/17 02:00PM

- **Disable** (Students cannot take the test).
 - **Password** (If desired, set a password that students must enter to begin the test).
- 9) Set the number points of the assessment is worth in the Course Gradebook.
- 10) Select a grading category from the drop-down menu.
- 11) Click **Grading Options** to display additional settings.
- Select a grading period
 - Enable the checkbox to set the assessment as a mid-term

- Set a factor

12) Select a grading scale.

13) Click **Create** to complete.³⁷

After that, the teacher can add and set about “advanced option”, “assessment setup”, “instruction”, assessment setting”, “advanced assessment tool “students settings” based on the needed.

b.The steps of making questionnaire

The teacher adds question from the question area:

- 1) Click a question type from the left menu
- 2) Fill out the question setup and correct answer setups fields
- 3) Click “save” to complete

Or add question from an item bank:

- 1) In course, select the name of the assessment into which you would like to add items
- 2) In the question area, click “add form item bank”
- 3) Navigate to the item bank you would like to import items from
- 4) Check the box next. Use the “select all”
- 5) Enter the “set points” for each item
- 6) Selected items are highlighted at the bottom for ease of reference.

³⁷ Office of Instructional Technology. September 2017. 1

- 7) If finish, click “ad items”³⁸
- c. The steps of doing test/ quiz or mid-term assessment by students
 - 1) Click on the name of the test/ quiz
 - 2) Click “start new attempt”
 - 3) Answer the question appropriately
 - 4) Click “submit” when you are ready to submit the test/ quiz to your instructor³⁹
- d. The steps of The teacher checking and downloading the scores of students in gradebook :
 - 1) Choose menu “upgrade”
 - 2) Click “gradebook”
 - 3) Click “report”
 - 4) Choose “gradebook as SCV”
 - 5) Click ‘next’
- e. The step of seeing the level of difficulty of the questions from the student's point of view:
 - 1) Open menu “material”
 - 2) Choose grading
- f. The steps of downloading the result of assessment by teacher
 - 1) Choose report
 - 2) Click option “action” and drop down
 - 3) Choose “print assessment”
 - 4) Click “confirm”

³⁸ Nicki Shackleford, *Guide to Schoology Assessment*, 2021, August 03. Retrieved on August 04, 2021 from article: https://support.schoology.com/hc/en-us/articles/115006774247-Guide-to-Schoology-Assessments?mobile_site=true

³⁹ Yimei Shao, *Course Material: Test/Quiz (students)* May 28,2021.

5) Click “save”⁴⁰

Based on above the steps of doing test/ quiz or mid-term assessment are firstly, in addition the students can open and log in their account of schoology if the students don't have account so the students must to register firstly, with the following the available instruction. After that the students click “home”, “courses” and click arrow then insert code by teacher then the teacher will verify it (if the teacher set it) and click the list of exam that will be done and click “start new attempt”, and start to do the test with choose the correct answer on the check box. After do all the test, the students can click “submit”. Then the teacher can check and evaluate the result of students.

5. The Theory of Knowing Students' Perception of Using Schoology

Technology Acceptance Model or can be called by TAM. TAM is the kind of model that can be created to analysis and knowing factors which affected the acceptance of the use of computer technology, first introduced by Fred Davis. TAM is the product of a Theory of Reasoned Action (TRA) developed first by Fishbein Ajzen. Then, this is developed by Davis which divided into four indicator. There are: perceived ease of use, perceived usefulness, attitude towards using, and behavioral intention to use.

The first of indicators is perceived ease of use, it is defined as the extent to which a person believes that using technology will be free of business.

The second is perceived usefulness, it is defined as the extent to which a person believes that using a technology will enhance his performance

⁴⁰ Ibid,

The third is attitude toward using, it is defined as an evaluation by the user of his interest in the use of technology

The fourth is behavioral intention to use, it is defined as one's interest in performing certain behaviors.

This theory is developed by Gardner & Admoroso to be “experiences, complexity etc.”

TAM itself explains that the user's perception of a system will affect the user's attitude. TAM shows perception ease of use, and benefits that belief in a new technology that affects the user's attitude towards the use of technology. ⁴¹The points is TAM has been tested as a benchmark.

C. Assessment

1. Definition of Assessment

According Tabatha, assessment is a method to determining how best teaching and learning should continue, and a diagnostic and evaluate it. ⁴²It means that assessment is the way to get best teaching and learning and can know problem of them, and can find the solution from its problem in Teaching Learning process.

Assessment is a tool to measure a student's understanding of material taught. ⁴³ at the end of the learning process conducted in a school is always carried out the process of assessment of the learning outcomes of all students. In the assessment process that occurs at the end of the semester is not just about giving the value of numbers or letters, but there are several stages in the assessment

⁴¹ Davis, F.D. *Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology*, 1989.

⁴²Tabatha. *Essential List on a Assessment*. A Shford Colour Press L. Td Robert M. 2006. 101.

⁴³Daniel P Shepardson, *Assessment in Science A Guide to Professional Development and Classroom Practice* (Los Angeles: Springer, 2001), 54

Assessment is an attempt to decide what students know and what they can do.⁴⁴ There are number of ways of teachers could identify or assess students' progress, they can use either paper based assessment or online assessment. Both of the assessment may be used based on the teachers and students needs related to the subject, material, assessment system, scoring, etc.

Based on above definition, the writer can said that assessment refers to several methods or tools used to measure, evaluate, and document the learning progress, educational needs or skill acquisition.

2. Types of Assessment Based on Administration

In order to specify the types of assessment based on the administration used, it is divided into two kinds of assessment namely offline assessment and online assessment.

a. Offline Assessment

In the world of education there must be assessment, where assessment is used to assess students' understanding of the material that has been taught. In this case, at school or in universities all teachers must use assessment, and the kind of assessment that is often used that is paper based assessment.

Paper assessment has been widely used for many years at school, but with the development of technology, nowadays some of teacher changes from paper assessment to online assessment

b. Online Assessment

In this digital era, assessment can be used with technology or can be said as an online assessment. The use of online assessment is now widely used among schools and universities in the world, especially in Indonesia. Because research focuses on online

⁴⁴*Ibid.*

assessment, it is important to know how teachers or students should do online assessment.

Bergstrom and Lopes stated that online assessment is the way of using the Internet for informing, analyzing, and reporting content of the exam and, when properly used, it can greatly increase the efficacy of online learning.⁴⁵ Online assessment prepares distance of the students with the capability to act the learning needs, value the outcomes of learning activity, and accelerate learners to the professional credentialing by utilizing an efficient delivery framework of the Internet.⁴⁶

In this kind of Assessment there are paper assessment and online assessment. Offline assessment or Paper assessment is assessment which use paper in its media, while online assessment is assessment which use internet in its media, and in this case, the researcher will analysis about in part online assessment.

3. Advantages and Disadvantages of Online Assessment

a. Advantages of Online Assessment

There are quite a few advantages to gathering data via the internet, such as lower cost, faster responses, and the opportunity to reach the reach potential participants independent of geographical location and time zone. Furthermore, Wilhelm and Mc Knight stated that this mode of administration makes it possible to increase the statistical power of studies because larger samples can be procured more easily.⁴⁷

Sanli also stated that online assessment can take advantage of other software applications capability to develop interactive online exams with a wide array of

⁴⁵Mary Hricko and Scott L. Howell, *Online Assessment and Measurement Foundations and Challenges* (New York: Information Science Publishing, 2006), 48.

⁴⁶*Ibid.*

⁴⁷*Ibid*

functions. Embedding equipments for graphics, video recording and animation within questions can use the probability of interactivity. The student can then observe and respond to questions based on different scenario.⁴⁸

An online assessment may be an option to the teacher in order to give a practice or simple scoring system. This assessment will also decrease the miscount or errors in scoring processes.

b. Disadvantages of Online Assessment

The some disadvantages of online assessment consist of not knowing the identity of candidate, cheating, problems with the security of items, and hardware and software problems.⁴⁹ Sanli also stated that another problem with online assessment is the lack of instructor control over assessment conditions.

Because students take the tests remotely, there is no way to determine if the exams are being taken by students registered for the course without the assistance from either other students or resource materials such as text books. Other issues are students blaming mistakes on technology, sharing results and computer or server problems during tests.⁵⁰

An online assessment will always related to the network, while in Indonesia there are wide regions with different geography and of course it will be one of problem or issues that makes online assessment is not too good to apply.

⁴⁸M. Yazar Ozden, Ismail Erturk, Refik Sanli, *Students' Perception of Online Assessment: A Case Study*. Journal of Distance Education Revue De L'éducation À Distance. Vol. 19 No. 2, Spring (2004)

⁴⁹Katharina Lochner, *Successful Emotions: How Emotion Drive Cognitive Performance* (Humberg: Springer, 2016), 9.

⁵⁰M. Yazar Ozden, Op.cit

4. Types of Assessment Based on Period

Besides the above two kinds of assessment, there are also the other assessment based on the method, it is divided into two. They are formative assessment and summative assessment.⁵¹

a. Formative Assessment

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening.⁵² In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made.

Drammons adds that, what makes any particular assessment formative is not the specific measuring tool employed but how the information gathered from the tool is used. If a teacher using information from particular assessment to track learning, give student feedback, and adjust instructional strategies in a way intended to further progress toward learning goals, that teacher is engaging in formative assessment.⁵³

Therefore, formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

⁵¹ Ragupati Kiruthika. *Designing Effective Online Assessment*, Resource Guide Organized by Student of National University of Singapore (NUS), January 2020. 2.

⁵² Sadler, D.R. *Formative Assessment: Revisiting The Territory*. Assessment in Education, 1998.5

⁵³ Drumond, *Designing and Assessing Course and Curricula a Practical Guide*. John Willey & Sons, Inc. (2008).2

b. Summative Assessment

Drummond state the definition and example for summative assessment as: “summative assessment is comprehensive in nature, provides accountability and is used to check the level of learning at the end of the program.’ for example, if upon completion of the program students will have the knowledge to pass an accreditation test.”⁵⁴

Summative assessment is any method of evaluation performed at the end of a unit that allows a teacher to measure a student's understanding, typically against standardized criteria.⁵⁵

Thus, summative assessment is given upon completion of a unit, formative assessment is ongoing. Moreover, summative assessments require clear expectation and timelines to be set to give students the best opportunity to succeed. The results of summative assessments are usually significant, used to determine whether a student passes a unit or even a class. There are several examples of summative assessment as bellow:

1. Written Assessment

The students will be tasked with writing an original piece, such as a narrative, descriptive, argumentative, or analytical essay.

2. Performance Assessment

With this type, students will be required to do an activity or task that will showcase their ability.

3. Standardized Assessment

The students will take an exam created for a given curriculum and will be measured against existing

⁵⁴*Ibid.*

⁵⁵*Ibid.*

rubric, shared with the students throughout the course.

From the kind of assessments above, the kind of assessment of This research is summative assessment and involves standardized assessment because assessment occurs at the end of a learning activity or may occurs few times over the course of academic year, and aims to evaluate student learning also it created based on curriculum.





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